

Palmetto Achievement Challenge Tests Alternate Assessment

Score Report User's Guide

For Use with PACT-Alt 2005 Score Reports



2005

South Carolina Department of Education

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Introduction

The 1997 amendments to the Individuals with Disabilities Education Act (IDEA 97) created the mandate to include all students, among them students with significant disabilities, in the state testing and accountability systems. The South Carolina Accountability Act of 1998 provides for the establishment of a performance-based accountability system that includes all students. This act supports South Carolina's commitment to public education and a conviction that high expectations for **all** students are a vital component of improving academic education.

The South Carolina Curriculum Standards provide the basis for alignment across the system for district and school curricula, classroom instruction, units of study, and learning experiences. The curriculum standards are the basis for the **Palmetto Achievement Challenge Tests (PACT)**, including the PACT-Alt.

PACT-Alt is a portfolio-based assessment system that was developed to meet the needs of students with significant disabilities who cannot participate in the PACT assessment even with accommodations and/or modifications. Portfolios contain evidence of student performance relative to progress within the content areas of the South Carolina Curriculum Standards. Evidence is gathered throughout the year, placed in each student's portfolio, and submitted for scoring at the end of the school year.

The primary purpose of the PACT-Alt is to ensure that students with disabilities who cannot participate in the PACT, even with accommodations and modifications, have the opportunity to participate in a challenging standards-based curriculum that will result in high academic expectations. PACT-Alt is intended for the relatively few students with significant disabilities, generally no more than one to two percent of the school population. The PACT-Alt will ensure that these students are included in the state's education accountability system, will provide a measure of student achievement, and will measure the extent of system support.

To ensure that all students, including students with significant disabilities, are included in the testing and accountability systems and have appropriate access to the South Carolina Curriculum Standards, the alternate assessment is based on the following principles:

- All children can learn, be expected, and be challenged to meet high standards.
- Special education is an extension and adaptation of the general education program and curriculum rather than an alternate or separate system.
- The South Carolina State Board approved standards are the foundation for all students, including students with unique needs and abilities.
- Measurement and reporting must be defensible in terms of feasibility, validity, reliability, and comparability.
- Results of the state standards-based program must be used to improve planning, instruction, and learning.
- An alternate assessment is appropriate for the few students for whom the state assessment, even with accommodations, is not appropriate.
- The alternate assessment is designed for a diverse group of students and should be flexible enough to address their individual needs.

The Purpose of Alternate Assessments

The purpose and use of the alternate assessment mirror those of the state assessment. It will produce information useful for planning and instruction at system, school, and student levels; and it will provide data to document program effects. Portfolio contents are developed so that programs will be in constant movement toward what are currently considered the best instructional practices in special education. Some ways teachers and parents can create enhanced programs are to:

- merge the processes of instruction, assessment, teaching and learning,
- keep working folders at all grade levels, reviewing periodically for on-going assessment,
- examine the portfolio guidelines, requirements, scoring guides, and examples,
- model and practice making extensions and connections throughout the year (extensions occur when students can generalize the skills in natural settings),
- offer extensive opportunities for students to establish interactions and social relationships with their non-disabled peers, and
- ensure that programs will be based on best practice research in offering integrated settings, age-appropriate materials, functionality, assistive technology, and opportunities for choices.

Student Participation

The decision about a student's participation in the PACT-Alt is made by the student's Individualized Education Program (IEP) team and documented in the IEP. To document that PACT-Alt assessment is appropriate for an individual student, the IEP team should review all important information about the student over multiple school years and multiple instructional settings (e.g., school, home, community) and determine that the student meets **all** of the following criteria:

- The student demonstrates a significant cognitive disability and adaptive skills, which result in performance that is substantially below grade-level achievement expectations even with the use of accommodations and modifications;
- The student accesses the state approved curriculum standards at less complex levels and with extensively modified instruction;
- The student has current adaptive skills requiring extensive direct instruction and practice in multiple settings to accomplish the application and transfer of skills necessary for application in school, work, home, and community environments;
- The student is unable to apply or use academic skills across natural settings when instructed solely or primarily through classroom instruction; and
- The student's inability to achieve the state grade level achievement expectations is not the result of excessive or extended absences or social, cultural, or economic differences.

Students who meet the participation criteria and whose age and years in school are commensurate with students in grades 3–8 should participate in PACT-Alt.

Portfolio Contents

The PACT-Alt is a portfolio assessment consisting of evidence of student progress toward targeted skills linked to the *South Carolina Curriculum Standards*. The required evidence includes student work, and data collected by the teacher of the student's progress. The work is collected within four data collection periods in the school year that reflect the student's progress on individualized targeted skills in each entry in the context of the *South Carolina Curriculum Standards*.

A completed portfolio must contain the following components:

- Portfolio validation form,
- Four content entries based on the *South Carolina Curriculum Standards*,
- Evidence of student progress within standards-based instruction, and
- Evidence of program supports.

A portfolio is not scored if the portfolio validation form does not include the principal or designee's signature verifying that the portfolio's contents reflect the student's daily instruction and work.

Four Content Area Entries

The portfolio must include an entry for each of these four content areas: English language arts (ELA), mathematics, science, and social studies.

Entry Contents

Each entry must contain the following components:

- An entry cover sheet,
- Evidence of student progress on the IEP objective or functional targeted skill,
- Evidence of instruction within the context of standards-based activities,
- Evidence of opportunities for student self-determination/choice making that impacts learning within the context of standards-based activities, and
- Evidence that instruction occurs in multiple settings.

Scoring of the PACT-Alt Portfolio

Scoring

Scoring took place in a scoring center in Durham, North Carolina, by professional scorers employed by Measurement Incorporated (MI).

Portfolios were reviewed by at least two independent qualified scorers. Students were assigned an achievement level in student progress. Program supports, including opportunities for standards-based instruction, for student self-determination, and for instruction in multiple settings, were evaluated and scored numerically.

Range-Finding Committee

Prior to scoring, a committee of South Carolina teachers who had experience with administering the PACT-Alt, scored random portfolios to identify examples of each achievement level to be used as training guides for the scorers.

Scoring Guide

The PACT-Alt Scoring Guide is used to assign the score to each entry within the portfolio. The scoring guide has two parts: *Student Performance* and *Program Supports*.

Part 1 Student Performance—evaluates student progress on the functional targeted skill within the context of the *South Carolina Curriculum Standards* and generates the student score. The performance levels are reported as **Below Basic**, **Basic**, **Proficient**, or **Advanced**.

Data collection sheets and graphing are the primary pieces of evidence that are used to demonstrate student progress. Progress is scored within each data collection period.

Part 2 Program Supports—evaluates effective practice. There are three scoring dimensions within the program supports component. The first dimension addresses the opportunity the program affords the student to receive instruction in standards-based activities. The second dimension addresses the opportunity the program affords the student to experience self-determination and to make choices that have significant impact on learning. The third dimension addresses the opportunity the program provides the student to receive instruction in multiple settings. Each dimension is scored separately and reported numerically as a level: 1, 1.5, 2, 2.5, or 3.

Scoring for the three program support dimensions is based on evidence collected across the school year, not within each data collection period.

The PACT-Alt Scoring Guide 2004–2005 can be found in its entirety in Appendix A. The Scoring Guide clarifications can be found in Appendix B.

The four achievement levels are:

Below Basic (BB)

The evidence in the portfolio of a student who performs at the **Below Basic** level on PACT-Alt indicates that the student has demonstrated inconsistent or no progress on a targeted skill within the context of the South Carolina Curriculum Standards.

Basic (B)

The evidence in the portfolio of a student who performs at the **Basic** level on PACT-Alt indicates that the student has demonstrated progress on a targeted skill within the context of the South Carolina Curriculum Standards.

Proficient (P)

The evidence in the portfolio of a student who performs at the **Proficient** level on PACT-Alt indicates that the student has demonstrated progress on a targeted skill that increased in complexity within the context of the South Carolina Curriculum Standards.

Advanced (A)

The evidence in the portfolio of a student who performs at the **Advanced** level on PACT-Alt indicates that the student has demonstrated consistent progress on a

targeted skill that increased in complexity within the context of the South Carolina Curriculum Standards.

Scoring Student Progress

The final score in Student Progress requires an exact agreement between two scorers. Exact agreement occurs when two independent scorers assign the same performance level to the student progress dimension. See the table below for three examples of how an exact agreement is determined.

Student Progress					
	Scorer 1	Scorer 2	Scorer 3	Scorer 4	Final Score
Example 1	BB	BB	NA	NA	BB
Example 2	B	BB	B	NA	B
Example 3	A	B	P	P	P

Scoring Keys: BB—Below Basic; B—Basic; A—Advanced; P—Proficient; NA—Not Applicable

How student progress is scored

Each entry is required to show evidence of student progress on the functional targeted skill through data collection and graphing that support the data. If the evidence of student progress is not clear, present or does not include the graph and analysis of the data, the student progress performance level score is **Below Basic**. If evidence supports progress in only two data collection periods, and there is no evidence of increased complexity the student progress performance level score is **Below Basic**.

If the evidence of student progress is clear in three data collection periods, but does not include documentation of increased complexity, the student progress performance level score is **Basic**. If progress is clear in two data collection periods and there is evidence of increased complexity in one of the last three data collection periods, the student progress performance level score is **Basic**.

If there is evidence of progress in three data collection periods and increased complexity in two of three periods, the student progress score is **Proficient**.

If progress is clear in three data collection periods and there is evidence of increased complexity in the last three data collection periods, the student progress performance level score is **Advanced**.

Scoring Program Supports

All program support documentation is considered supporting evidence of the student's progress within standards-based instruction. The documentation for program supports is scored across the year and not within data collection periods. Numerical scores are assigned to these three dimensions of the scoring guide, the program support dimensions. Standards-Based Activities, Opportunity for Student Self-Determination/Choice making within Standards-Based Activities, and Opportunity for Standards-Based Instruction in Multiple Settings are scored adjacently using a 1–3 scale. Adjacent score means that scorers rank the program support dimensions similarly. For example, 1 and 2 are adjacent numbers. In this case the scores are averaged as the scoring indicates the dimension has characteristics

of both levels. The table below illustrates the possible combinations of scores including the final score.

Reader 1	Reader 2	Reader 3	Final Score
1.0	1.0		1.0
1.0	2.0		1.5
1.0	3.0	1.0	1.0
1.0	3.0	2.0	2.0
1.0	3.0	3.0	3.0
2.0	2.0		2.0
2.0	3.0		2.5
3.0	3.0		3.0

Special Circumstances for Scoring:

Late Enrollment (LE)

This is the designation for results for student progress and program supports if the student entered the school/district after January 30, and there was not sufficient time to collect evidence of student progress across the entire year. The student score is reported as Below Basic for the school and district summaries. The individual student report will reflect that there was not sufficient data to score student progress.

Insufficient Data (IS)

This is the designation for results for student progress and program supports if there was not enough evidence in the portfolio to assign a score. The student is reported as not tested for the school and district summaries.

Off Topic (OT)

This is the designation for results for student progress and program supports if the documentation in the portfolio was not related to the assigned curriculum standards. The student score is reported as Below Basic for the school and district summaries. The individual student report will reflect that there was not sufficient data to score student progress.

No Supporting Evidence (NE)

This is the designation for results for student progress if there is no program support evidence to document that progress occurred within standards-based activities and instruction. The student score is reported as Below Basic on the school and district summaries. The individual student report will reflect that there was insufficient information to score student progress.

Medical Homebound (MH)

This is the designation for results for the Multiple Setting Instruction dimension if the student received medical homebound instruction and is unable to participate in instruction outside of the home environment.

Appendix A

PACT-Alt Scoring Guide 2004–2005

STUDENT PERFORMANCE

Provides information on student progress on the functional targeted skill within the context of the South Carolina Curriculum Standards

Scoring Dimensions	Below Basic	Basic	Proficient	Advanced
Student Progress within Standards-Based Activities	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.
	Progress on functional targeted skill not evidenced.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.
	Increased complexity not present or clear.	Increased complexity not present or clear OR Progress on functional targeted skill evidenced in two of the last three periods (2 nd , 3 rd , 4 th) and Increased complexity evidenced in 1 of the last 3 periods (2 nd , 3 rd , or 4 th)	Increased complexity evidenced in 2 of the last 3 periods (2 nd , 3 rd , 4 th periods).	Increased complexity evidenced in the 2 nd , 3 rd , and 4 th periods.

PROGRAM SUPPORTS

Provides information on effective practice and program support for student performance on the targeted functional skill.

Scoring Dimensions	1	2	3
Standards-Based Activities	There is little or no evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of a variety of age appropriate standards-based activities.
Opportunity for Student Self-Determination within Standards-Based Activities	There is little or no evidence of opportunity for the student to make choices.	There is evidence of opportunity for the student to make choices that impact student learning.	There is evidence of consistent opportunity for the student to make choices that impact student learning.
Opportunity for Standards-Based Instruction within Multiple Settings	There is no evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in settings other than specialized environments.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings of which at least one must be with non-disabled peers or in the community.

Appendix B

Scoring Guide Clarifications

The scoring guide for the PACT-Alt was developed using a set of criteria as a guide. The criteria found in the dimensions of the scoring guide were selected based on research that supports these factors and are positively related to increased academic achievement of students with significant disabilities.

The following are clarifications of the scoring guide that were used to assign a score to the PACT-Alt portfolio. These clarifications are derived from the key language in the scoring rubric.

Part 1: This section of the scoring guide measures student progress on a functional targeted skill that is taught in the context of the state curriculum standards.

Student Progress Dimension

Student Progress within Standards-Based Activities	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.	Data recorded in all 4 periods.
	Progress on functional targeted skill not evidenced.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.	Progress on functional targeted skill evidenced in the 2 nd , 3 rd , and 4 th periods.
	Increased complexity not present or clear.	Increased complexity not present or clear OR Progress on functional targeted skill evidenced in two of the last three periods (2 nd , 3 rd , 4 th) and Increased complexity evidenced in 1 of the last 3 periods (2 nd , 3 rd , or 4 th)	Increased complexity evidenced in 2 of the last 3 periods (2 nd , 3 rd , 4 th periods).	Increased complexity evidenced in the 2 nd , 3 rd , and 4 th periods.

Definitions

Evidence of **student progress** within instruction in the context of the *South Carolina Curriculum Standards* is found on the data collection sheet and the graph that describes the progress of the student on the functional targeted skill. The graph must include a description or analysis of the data.

Functional is the degree to which the activity or skill has meaning for a student in current or future environments and results in increased capacity or independence.

Targeted skill is what the student is to learn in the activity or instruction. A skill is a measurable, observable behavior. Targeted skills may be IEP objectives or related to IEP goals or objectives.

Increased complexity is based on evidence from the data that the level of difficulty has increased. It is a change in instructional expectations that is clearly reflected in the task analysis. Increased complexity reflects the next logical step in instruction on the targeted skill. It may occur at the beginning of a data collection period or in the middle, but only after progress is demonstrated.

How the score for the student progress dimension was derived

The data documenting student progress on the skill selected by the teacher were the basis for the score. The required evidence included data collection sheets and a graph and analysis of the data. The data collection sheet also reflected the standards addressed in the instruction and the activities in which the skill was taught. The scoring guide was used to score the student progress within the data collection periods and to assign the achievement level.

Standards Dimension

Standards-Based Activities	There is little or no evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of age appropriate standards-based activities.	There is evidence of opportunity for the student to perform the functional targeted skill within the context of a variety of age appropriate standards-based activities.
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The state curriculum standards are the driving force behind instruction, entry evidence, and PACT-Alt portfolio products. Entries may evidence targeted skill/IEP objectives, and progress; however, limited evidence of instruction/performance towards the achievement of the state curriculum standards would affect the score on the assessment.

Definitions

Activity is the context within which the targeted skill is practiced.

Age-appropriate is the degree to which the skills, activities, materials and language reflect the chronological age of the student. To determine age appropriate, compare the student's age to the materials and activities referenced in the activities and portfolio. For example, a 13-year-old student would count articles such as CDs, art materials, or spaces on board games, but not teddy bear counters.

Variety refers to different types of settings that provide opportunities for practicing the targeted skill.

How the standards-based activity dimension score was derived

Evidence such as student work samples, photographs, videotapes etc. supported the student progress in standards-based instruction. If there was little or no evidence of student involvement in standards-based activities, the score was a level 1. Clear evidence of student involvement in standards-based activities scored at a level 2. Evidence of student involvement in a minimum of three different and in-depth activities scored at a level 3.

Opportunity for Student Self Determination/Choice Dimension

Opportunity for Student Self-Determination within Standards-Based Activities	There is little or no evidence of opportunity for the student to make choices.	There is evidence of opportunity for the student to make choices that impact student learning.	There is evidence of consistent opportunity for the student to make choices that impact student learning.
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Definitions

Self-determination or **choice making** provides the student with control over the learning environment.

This dimension evaluates the opportunities that the student had for self-determination or choice making, not how many times the student actually participated or made a choice.

A written description by the teacher of the student's participation and choice making may be used as evidence for a student who cannot demonstrate choice making in any other way.

How the self-determination/choice making dimension was scored

Evidence of opportunities for the student to make high impact choices within standards-based activities was used to score this dimension. If the evidence indicated that the student had no opportunities or only one opportunity for choice within a standards-based activity, the score was a level 1. Evidence of student involvement in opportunities for choice that was embedded within two activities resulted in a score at a level 2. Evidence of student involvement in opportunities for choice embedded within three activities resulted in a score at a level 3.

Opportunity for Standards-Based Instruction in Multiple Settings Dimension

Opportunity for Standards-Based Instruction within Multiple Settings	There is no evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in settings other than specialized environments.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings.	There is evidence that the student receives instruction and has the opportunity to perform the functional targeted skill in a variety of settings of which at least one must be with non-disabled peers or in the community.
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Multiple setting instruction may be documented on the data collection sheet without additional evidence of settings for instruction that occurs outside the special education classroom. No additional evidence of multiple setting instruction is required. For the setting dimension to be scored at a level 3, the data collection sheet must reflect instruction in the community or the presence of peers as indicated in the setting code.

Definitions

Settings may include various places within the school, such as the library, cafeteria, general education classroom, or gym.

Community settings are places outside the school environment, such as restaurants, malls, stores, and museums.

Non-disabled peers are students without a disability who are within a two-year chronological age span of the student with disabilities.

Specialized environments include self-contained and resource classrooms, speech, occupational therapy, and physical therapy classes, and other special education settings.

How the settings dimension score was derived

The score was based on the evidence of student instruction on the targeted skill in multiple settings. If the evidence indicated that the student received instruction only in special education environments or in just one other setting, the score was a level 1. Evidence of opportunities for instruction in more than two different places resulted in a score at the level 2. If the evidence reflected instruction in at least three different settings, and at least one was in the community, or the evidence supported that the student was involved with non-disabled peers, the dimension was scored at a level 3.

Use of the Results

The achievement level on the PACT-Alt reflects the student's progress in the general education curriculum. Results should be used to identify academic goals for the student and to improve teaching and learning for the coming school year.

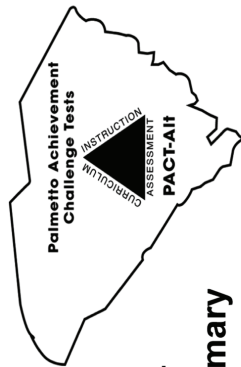
Although the PACT-Alt portfolio assessment includes evidence of instructionally embedded assessment within the *South Carolina Curriculum Standards* from across the year, it captures only a small part of the student's overall performance and instructional program. Parents and teachers will want to review IEP progress report data, teacher checklists, and other reports in making instructional decisions.

PACT-Alt 2005 Score Reports

Score reports are generated for each district and school as well as for individual students. Origin school reports and origin district reports contain data for students who were tested in that district and school. The following chart lists the types of PACT-Alt reports and the number of copies that the district and school receives.

PACT-Alt 2005 Score Reports	
Reports to the District	Reports to the School
<ul style="list-style-type: none">• Origin District Roster Summary<ul style="list-style-type: none">- 2 copies• Origin School Summary<ul style="list-style-type: none">- 1 copy• User's Guide<ul style="list-style-type: none">- 1 copy	<ul style="list-style-type: none">• Origin School Summary<ul style="list-style-type: none">- 1 copy• Individual Student Report<ul style="list-style-type: none">- 2 copies<ul style="list-style-type: none">✓ 1 for School✓ 1 for Parent(s)• User's Guide<ul style="list-style-type: none">- 1 copy• Brochure<ul style="list-style-type: none">- 1 copy for every student

Sample PACT-Alt 2005 District Roster Summary Score Report



SOUTH CAROLINA PACT-Alt 2004-2005

District Roster Summary

The student received medical homebound instruction and is unable to participate in instruction outside of the home environment.

District: PALMETTO DISTRICT 01

Student School	DEMOGRAPHIC INFORMATION					STUDENT PROGRESS					PROGRAM SUPPORTS														
	Student ID	Date of Birth	Gender	Ethnicity	Grade	English Language Arts		Science	Social Studies	MATHEMATICS				ENGLISH LANG. ARTS				SCIENCE				SOCIAL STUDIES			
						Mathematics	Standards			Self-Determination	Multiple Settings	Standards	Self-Determination	Multiple Settings	Standards	Self-Determination	Multiple Settings	Standards	Self-Determination	Multiple Settings	Standards	Self-Determination	Multiple Settings		
BURRIS, MARIE PALMETTO SCHOOL 01	741258951753	02/22/97	F	W	03	Below Basic	IS	Proficient	Basic	2.5	2.0	2.0	IS	IS	IS	IS	IS	2.0	2.0	2.0	2.0	2.0	2.0	2.5	2.0
SMITH, JENNIFER PALMETTO SCHOOL 01	124645156521	09/10/94	F	W	06	Proficient	Basic	Proficient	Advanced	2.0	3.0	MH	2.0	1.0	MH	3.0	3.0	MH	3.0	3.0	MH	3.0	3.0	3.0	MH
BURT, SHEILA PALMETTO SCHOOL 02	9999999999999	01/02/93	F	B	06	OT	Proficient	Basic	Below Basic	OT	OT	OT	OT	2.0	2.5	2.0	2.5	2.0	2.0	2.0	1.0	1.0	1.0	1.0	1.0
HAMPTON, LOLA PALMETTO SCHOOL 02	888445684534	10/07/95	F	B	05	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE	LE
SEYMORE, TODD PALMETTO SCHOOL 02	334455667789	02/09/94	M	W	07	Advanced	Advanced	NE	Advanced	3.0	3.0	3.0	3.0	3.0	3.0	3.0	NE	NE	NE	3.0	3.0	3.0	3.0	3.0	
Number of Below Basic (includes LE, OT, and NE)						3	1	2	2																
Number of Basic						0	1	1	1																
Number of Proficient						1	1	2	0																
Number of Advanced						1	1	0	2																
Number of Not Tested (includes IS)						0	1	0	0																

LE = Late Enrollment; Below Basic OT = Off Topic; Below Basic NE = No Supporting Evidence; Below Basic IS = Insufficient Data; Not Tested MH = Medical Homebound

Sample PACT-Alt 2005 School Roster Summary Score Report

School: PALMETTO SCHOOL 02		SOUTH CAROLINA	
District: PALMETTO DISTRICT 01		PACT-Alt	
		2004-2005	
		School Roster Summary	
The score for Student Progress is based on progress students make on the South Carolina Curriculum Standards.		Program Supports scores are based on the current extent of supports provided to the student by the school program.	

Sample 1 PACT-Alt 2005 Student Score Report

Student: **BURRIS, MARIE**
 Birth Date: 02/22/97
 Student ID: 741258951753
 Grade: 03
 School: PALMETTO SCHOOL 01
 District: PALMETTO DISTRICT 01



South Carolina PACT-ALT 2004-2005

Individual Student Report

MATHEMATICS

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of several age-appropriate standards-based activities.	2.5
Self-Determination/ Choice		There was evidence in the portfolio documenting the opportunity for student choice within the context of age-appropriate standards-based activities.	2.0	
Multiple Settings		There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	2.0	
The evidence in MARIE's portfolio indicated inconsistent or no progress on a targeted skill within the context of the mathematics curriculum standards.				
Achievement Level: Below Basic				

ENGLISH LANGUAGE ARTS

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
		Standards	MARIE's portfolio was not scored for program supports because there was no documentation to determine the extent of program supports.	--
Self-Determination/ Choice		MARIE's portfolio was not scored for program supports because there was no documentation to determine the extent of program supports.	--	
Multiple Settings		MARIE's portfolio was not scored for program supports because there was no documentation to determine the extent of program supports.	--	
MARIE did not receive a score for student progress because the documentation of progress was missing.				
Achievement Level: Insufficient Data	Not enough evidence in the			

Not enough evidence in the portfolio to assign a score.

Sample 1 PACT-Alt 2005 Student Score Report

SCIENCE

Student Progress	Program Supports			
<p>This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.</p> <p>The evidence in MARIE's portfolio indicated progress on a targeted skill that increased in complexity within the context of the science curriculum standards.</p> <p>Achievement Level: Proficient</p>	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of several age-appropriate standards-based activities.	2.0
		Self-Determination/ Choice	There was evidence in the portfolio documenting the opportunity for student choice within the context of age-appropriate standards-based activities.	2.0
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	2.0

SOCIAL STUDIES

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of several age-appropriate standards-based activities.	2.0
Self-Determination/ Choice		There was evidence in the portfolio documenting the opportunity for student choice within the context of age-appropriate standards-based activities.	2.5	
Multiple Settings		There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	2.0	
Achievement Level: Basic				

Parent Validation
NO

There was no evidence that parents/guardians reviewed the contents of the portfolio.

More information about the scores on this report can be found in the *Guide to the Individual Student Report*.

Sample 1 PACT-Alt 2005 Student Score Report

GUIDE TO THE INDIVIDUAL STUDENT REPORT

Palmetto Achievement Challenge Tests-Alternate Assessment (PACT-Alt)

PACT-Alt is a portfolio assessment consisting of several pieces of evidence of student progress toward targeted skills linked to the South Carolina curriculum standards in mathematics, English language arts, science, and social studies.

The content areas and strands assessed with PACT-ALT:

Mathematics

The mathematics entry must contain evidence of student progress in standards-based activities in any or all of the strands in mathematics. These strands include number and operations, algebra, geometry, measurement, and data analysis.

English Language Arts (ELA)

The ELA entry must contain evidence of student progress in literacy skills. Literacy means denoting meaning from words, pictures, symbols, objects, and cues and is aligned with all strands of the ELA curriculum standards. The strands include reading, writing, communication, and research.

Science

The science entry must contain evidence of student progress linked to process and inquiry skills within the context of any of the science strands. Process skills include observation, classification, measurement, and communication. Inquiry refers to planning and conducting a simple investigation. The science strands include life science, earth science, and physical science.

Social Studies

The social studies entry must contain evidence of student progress linked to any of the social studies strands. The social studies strands include time, continuity, and change (history); power, authority, and governance (government and political science); people, places, and environments (geography); and production, distribution, and consumption (economics).

This scoring guide is the basis for determining scores for student progress and program supports.

STUDENT PROGRESS SCORE

Scoring Dimensions	Achievement Level: Below Basic	Achievement Level: Basic	Achievement Level: Proficient	Achievement Level: Advanced
Student Progress within Standards-Based Activities	Data recorded in all 4 periods	Data recorded in all 4 periods	Data recorded in all 4 periods	Data recorded in all 4 periods
	Progress on functional targeted skill not evidenced	Progress on functional targeted skill evidenced in the 2nd, 3rd, and 4th periods	Progress on functional targeted skill evidenced in the 2nd, 3rd, and 4th periods	Progress on functional targeted skill evidenced in the 2nd, 3rd, and 4th periods
	Increased complexity not present or clear	Increased complexity not present or clear OR Progress on functional targeted skill evidenced in two of the last three periods (2nd, 3rd, 4th) and increased complexity evidenced in one of the last three periods (2nd, 3rd, 4th)	Increased complexity evidenced in 2 of the last 3 periods (2nd, 3rd, 4th periods)	Increased complexity evidenced in 2nd, 3rd, 4th periods

PROGRAM SUPPORT RESULTS

Scoring Dimensions	1.0 - 1.5	2.0 - 2.5	3.0
Standards-Based Activities	There was limited or no evidence in the portfolio that the targeted skill was taught within the context of age-appropriate standards-based activities.	There was evidence in the portfolio that the targeted skill was taught within the context of several age-appropriate standards-based activities.	There was evidence in the portfolio that the targeted skill was taught within the context of a variety of age-appropriate standards-based activities.
Opportunity for Student Self-Determination within Standards-Based Activities	There was limited or no evidence in the portfolio documenting the opportunity for student choice within context of age-appropriate standards-based activities.	There was evidence in the portfolio documenting the opportunity for student choice within context of age-appropriate standards-based activities.	There was evidence in the portfolio documenting the consistent opportunity for student choice within context of age-appropriate standards based activities.
Opportunity for Standards-Based Instruction within Multiple Settings	There was limited or no evidence in the portfolio documenting that instruction occurred in settings other than the special education environment.	There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	There was evidence in the portfolio documenting that instruction occurred in a variety of settings including at least one with non-disabled peers or in the community.

For more information on your student's achievement on the PACT-ALT, please contact your student's teacher or school.

Sample 2 PACT-Alt 2005 Student Score Report

Student: **BURT, SHEILA**
 Birth Date: 01/02/93
 Student ID: 999999999999
 Grade: 06
 School: PALMETTO SCHOOL 02
 District: PALMETTO DISTRICT 01



South Carolina PACT-ALT 2004-2005

Individual Student Report

MATHEMATICS

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
SHEILA did not receive a score for student progress because the documentation of progress was not related to any strands within the mathematics curriculum standards.		Standards	The documentation was not related to any strands within the mathematics curriculum standards.	--
		Self-Determination/Choice	The documentation was not related to any strands within the mathematics curriculum standards.	--
		Multiple Settings	The documentation was not related to any strands within the mathematics curriculum standards.	--
Achievement Level: Off-Topic	Did not relate to required Standard; therefore, Student Progress and Program Supports not scored.			

ENGLISH LANGUAGE ARTS

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
The evidence in SHEILA's portfolio indicated progress on a targeted skill that increased in complexity within the context of the English language arts curriculum standards.		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of several age-appropriate standards-based activities.	2.0
		Self-Determination/Choice	There was evidence in the portfolio documenting the opportunity for student choice within the context of age-appropriate standards-based activities.	2.5
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	2.0
Achievement Level: Proficient				

Sample 2 PACT-Alt 2005 Student Score Report

SCIENCE

Student Progress		Program Supports		
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
The evidence in SHEILA's portfolio indicated progress on a targeted skill within the context of the science curriculum standards.		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of several age-appropriate standards-based activities.	2.5
		Self-Determination/ Choice	There was evidence in the portfolio documenting the opportunity for student choice within the context of age-appropriate standards-based activities.	2.0
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings.	2.0
Achievement Level: Basic				

SOCIAL STUDIES

Student Progress		Program Supports		
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
The evidence in SHEILA's portfolio indicated inconsistent or no progress on a targeted skill within the context of the social studies curriculum standards.		Standards	There was limited or no evidence in the portfolio that the targeted skill was taught within the context of age-appropriate standards-based activities.	1.0
		Self-Determination/ Choice	There was limited or no evidence in the portfolio documenting the opportunity for student choice within context of age-appropriate standards-based activities.	1.0
		Multiple Settings	There was limited or no evidence in the portfolio documenting that instruction occurred in settings other than the special education environment.	1.0
Achievement Level: Below Basic				

Parent Validation
NO

There was no evidence that parents/guardians reviewed the contents of the portfolio.

More information about the scores on this report can be found in the *Guide to the Individual Student Report*.

Sample 3 PACT-Alt 2005 Student Score Report

Student: **SEYMORE, TODD**
 Birth Date: 02/09/94
 Student ID: 334455667789
 Grade: 07
 School: PALMETTO SCHOOL 02
 District: PALMETTO DISTRICT 01

South Carolina PACT-ALT 2004-2005



Individual Student Report

MATHEMATICS

Student Progress		Program Supports		
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
The evidence in TODD's portfolio indicated consistent progress on a targeted skill that increased in complexity within the mathematics curriculum standards.		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of a variety of age-appropriate standards-based activities.	3.0
		Self-Determination/ Choice	There was evidence in the portfolio documenting the consistent opportunity for student choice within the context of age-appropriate standards-based activities.	3.0
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings including at least one with nondisabled peers or in the community.	3.0
Achievement Level: Advanced				

ENGLISH LANGUAGE ARTS

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of a variety of age-appropriate standards-based activities.	3.0
		Self-Determination/ Choice	There was evidence in the portfolio documenting the consistent opportunity for student choice within the context of age-appropriate standards-based activities.	3.0
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings including at least one with nondisabled peers or in the community.	3.0
The evidence in TODD's portfolio indicated consistent progress on a targeted skill that increased in complexity within the English language arts curriculum standards.				
Achievement Level: Advanced				

Sample 3 PACT-Alt 2005 Student Score Report

SCIENCE

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
TODD did not receive a score for student progress because there was no evidence to document that progress occurred within standards-based instruction. There was no documentation for Program Supports in the portfolio.		Standards	The student did not receive a score for this dimension because supporting documentation was not included.	--
		Self-Determination/Choice	The student did not receive a score for this dimension because supporting documentation was not included.	--
		Multiple Settings	The student did not receive a score for this dimension because supporting documentation was not included.	--
Achievement Level: No Supporting Evidence	Not enough evidence to score Student Progress and Program Supports.			

SOCIAL STUDIES

Student Progress	Program Supports			
This score is based on the evidence of progress that the student made on a targeted skill linked to the South Carolina curriculum standards as documented in the student's portfolio.	Based on the evidence in the portfolio, the extent of support provided to the student by the school program was rated.	Program Area	Description	Score
The evidence in TODD's portfolio indicated consistent progress on a targeted skill that increased in complexity within the social studies curriculum standards.		Standards	There was evidence in the portfolio that the targeted skill was taught within the context of a variety of age-appropriate standards-based activities.	3.0
		Self-Determination/Choice	There was evidence in the portfolio documenting the consistent opportunity for student choice within the context of age-appropriate standards-based activities.	3.0
		Multiple Settings	There was evidence in the portfolio documenting that instruction occurred in a variety of settings including at least one with nondisabled peers or in the community.	3.0
Achievement Level: Advanced				

Parent Validation
NO

There was no evidence that parents/guardians reviewed the contents of the portfolio.

More information about the scores on this report can be found in the *Guide to the Individual Student Report*.